

ACT ANNUAL REPORT 2007
PREPARING FOR A WORLD OF OPPORTUNITIES



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PREPARING FOR A WORLD
OF OPPORTUNITIES

ACT | Annual Report 2007



A Message from ACT's CEO

Much of our work during the year just concluded has continued our focus on the importance of readiness—for further education, for workplace success, for the world of opportunities the future has in store for those who are prepared to grasp them.

Today, our nation faces the challenge of adapting to the realities of an increasingly globalized economy. Jobs are becoming more specialized and more driven by technology. They are requiring higher levels of education and training—especially in mathematics and science—than did many of the jobs available to high school graduates of the past.

Over the years, our research has confirmed that students who are not ready for college are less likely to enroll in college, more likely to need remedial coursework during their first year; less likely to succeed in their courses, and less likely to earn a degree. At the same time, it has also become quite clear education and training beyond high school are crucial to the ability of high school graduates to earn a living and support a family.

Our research also confirms that many high school graduates are at risk of entering the workforce unprepared for the challenges of the economy of the twenty-first century. If our young people can't function effectively in a global economy, both they and our nation at large will suffer.

ACT has had a long-standing commitment to offering programs and services that support effective, realistic education and career planning. Our ACT College Readiness System is a comprehensive, multifaceted approach to helping students develop the knowledge and skills they will need to succeed in postsecondary education:

- ACT College Readiness Standards™ define college readiness.
- EXPLORE®, PLAN®, and the ACT® test assess college readiness at three crucial points—eighth, tenth, and eleventh/twelfth grades.
- ACT College Readiness Benchmarks monitor students' progress toward college readiness at these three points.



- QualityCore™, our newest program, enables schools, teachers, and students themselves to improve college readiness by means of rigorous course plans, model instructional units, and end-of-course assessments that gauge whether students have mastered course objectives necessary for college success.

During the year, staff offered hundreds of ACT Educator Workshops, all on the theme of College Access and Opportunity for All. At these professional development workshops, which were offered in all fifty states, the focus was on techniques, resources, and strategies for improving college and workplace readiness for all students.

There is some reason for cautious optimism about what can be accomplished as we strive to enhance student readiness. This year, the national average ACT composite score rose for the third time in the past five years. And the percentage of high school graduates who are ready for college-level work continued to increase as well. Members of the class of 2007 who took the ACT—a record 1.3 million students—earned an

average composite score of 21.2, up from 20.8 in 2003 and from 21.1 last year. This year, scores improved on all four subject area tests. This is a trend we must do all we can to expedite.

This summer, the National Center for Educational Accountability (NCEA) became an ACT-owned nonprofit organization. NCEA has been a leader in the use of data and best-practice research in school improvement initiatives. ACT and NCEA staff are developing complementary research and development agendas focused on helping more students achieve readiness for college and careers.

As education in the United States responds to both the changing needs of its constituents and the changing expectations of a global marketplace of ideas, risks, and opportunities, ACT stands ready with programs, services, and resources and with research and development capabilities—all designed to help students prepare effectively for postsecondary education and the workplace.

This year, we've continued to make similar strides in supporting the development of a world-class workforce, ready to function effectively in an ever-evolving global economy.

Over the past two decades, thousands of companies have used our WorkKeys® system as part of their hiring and training initiatives. We recently added three Personal Skills assessments—Performance, Talent, and Fit—to the WorkKeys system. These new assessments are designed to help employers gain insight into an applicant's likely on-the-job attitudes and behaviors.

Last fall, we also introduced the National Career Readiness Certificate, a portable credential powered by WorkKeys that verifies job applicants have sufficient skills in three key areas: Reading for Information, Applied Mathematics, and Locating Information. Fourteen states have already affiliated with this new program and some 100,000 certificates were issued during the year.

Currently, 21 states are using either the National Career Readiness Certificate or the WorkKeys system on a statewide basis. Our new website under development at www.MyWorkKeys.com will allow a certificate holder to search for jobs, order a copy of the certificate, and share information with employers.

"Rebuilding the Workforce"—our tenth annual WorkKeys national conference—drew more than 600 leaders in education, business, workforce development, economic development, and government to New Orleans. In her keynote address, Louisiana Governor Kathleen Babineaux Blanco spoke of WorkKeys' role in her state's recovery from the aftermath of the 2005 hurricanes.

During the year, we celebrated the 25th year of our working partnership with the National Institute for Automotive Service Excellence (ASE). A national nonprofit dedicated to the quality of vehicle service and

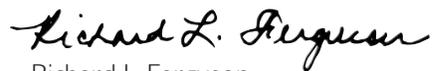
repair through testing and certification, ASE is the largest industry-sponsored, voluntary certification program in the world.

Internationally, we have seen continuing expansion in our Global Assessment Certificate™ and English Proficiency Program™ and exciting developments in China, Korea, Indonesia, Mexico, Italy, France, Spain, and elsewhere around the world. All these efforts support our commitment to helping people prepare to take good advantage of opportunity wherever they find it.

We recently broke ground for a new Primary Data Center in Iowa City that will enhance our disaster recovery capabilities by ensuring uninterrupted technology service in the event of a fire, tornado, or other major emergency at our main campus. It will also provide additional data center capacity to accommodate growth in our programs and services. Designed to meet Leadership in Energy and Environmental Design (LEED) Standards for a “green building,” the new center is scheduled for completion in spring 2008.

Earlier this year, the lone remaining American four-year institution that did not accept ACT scores announced that, starting in the 2007–08 academic year, it would begin accepting them as part of its admission application process.

Clearly, 2007 has been a year of new and continuing initiatives in the context of our commitment to the basic purpose that has always guided our work. We provide quality information and services that help people around the world achieve education and workplace success. In today's global economy, our commitment to this purpose is more relevant—and more urgent—than ever before.



Richard L. Ferguson
Chief Executive Officer and
Chairman of the Board

EDUCATION

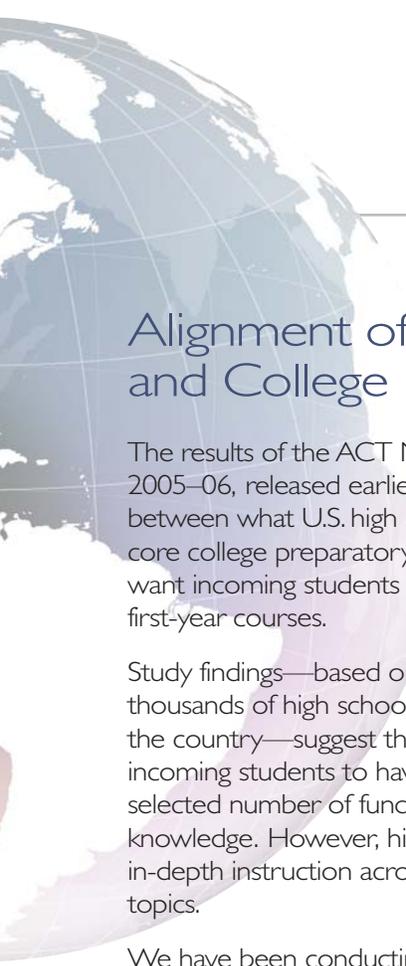
Every student deserves to leave high school well prepared for college and the workforce. Unfortunately, too many are not. While increasing numbers of high school graduates are going to college, many must take noncredit remedial courses once they get there.

Over the past five years, nearly four out of five ACT-tested high school graduates have not been prepared to succeed in one or more credit-bearing, entry-level college courses. In fact, nearly a quarter of students who start at four-year colleges—and nearly half of those who start at two-year colleges—do not even make it to their second year because of academic difficulties.

Preparing more students for success in college and the workforce is the goal of QualityCore, ACT's new program for improvement of high school instruction. Designed to evaluate and improve the quality of high school core courses, QualityCore includes course objectives, course blueprints, model instructional units, formative assessment item pools, end-of-course examinations, and professional development for educators.

We believe that all students deserve an equal opportunity to succeed in college and the workforce. This year, through our research, policy studies, and program development, we have continued to take a lead role in influencing education and workforce policy issues at the state and national levels. Our goal is to ensure that all students are successfully preparing for a world of opportunities.





Alignment of State Standards and College Expectations

The results of the ACT National Curriculum Survey[®], 2005–06, released earlier this year, point to a gap between what U.S. high schools are teaching in their core college preparatory courses and what colleges want incoming students to know in order to succeed in first-year courses.

Study findings—based on a survey completed by thousands of high school and college instructors across the country—suggest that colleges generally want all incoming students to have in-depth achievement in a selected number of fundamental skills and areas of knowledge. However, high schools tend to provide less in-depth instruction across a broad range of skills and topics.

We have been conducting our curriculum surveys for some 30 years, and results have helped us establish the most widely recognized definition of college readiness in the United States.

The problem the research identified lies more with the state education standards high school teachers are required to follow than with the teachers themselves.

State learning standards are often too wide and not deep enough. Teachers are trying to cover too much ground—more ground than colleges deem necessary—in the limited time they have with students. As a result, key academic skills needed for success in college often get short shrift. This is a serious problem, one that states must address to better prepare our young people for success after high school.

Many college instructors take a dim view of the effectiveness of their state's learning standards. Nearly two-thirds say their state standards prepare students "poorly" or "very poorly" for college-level work in their subject area. This is quite contrary to what high school teachers believe; most say their state standards prepare students "well" or "very well" for college coursework.

Differences between what high schools are teaching and what colleges want incoming students to know exist across the curriculum. State policymakers and education leaders must work to close this gap by taking a more integrated approach to education and aligning learning standards with college requirements.

Some states, such as Indiana, Kentucky, and Michigan, have already taken steps to improve the alignment of their learning standards with college expectations. But across the nation, much remains to be done.



Steps Toward Increasing Rigor in the Nation's High Schools

In addition to the disparity between what high schools teach and postsecondary institutions expect, the rigor of core courses in our nation's high schools is inconsistent. As it becomes more important for U.S. workers to compete internationally, our high school graduates are in danger of entering college or the workforce without sufficient academic preparation.

Another ACT report released this year, *Rigor at Risk: Reaffirming Quality in the High School Core Curriculum*, reveals that although taking the right number of courses is still important, it is no longer enough to guarantee that students will be ready for life after graduation. Our national college readiness indicators—the ACT College Readiness Benchmarks—have recently shown that three out of four ACT-tested high school graduates who took a core curriculum were not prepared to take at least one credit-bearing entry-level college course and earn a course grade of C or better in it unless they had also taken a number of courses beyond the minimum core.

The report recommends that states:

- Specify the number and kinds of courses that students must take to graduate from high school ready for college and work.
- Align high school course outcomes with state standards that are driven by the requirements of postsecondary education and work.
- Ensure that the junior high school curriculum reflects what is needed for success in high school.
- Provide teacher support by hiring qualified teachers, training current teachers in need of professional development, and assigning teachers on the basis of their qualification to teach in their subject area.
- Expand access to high-quality, vertically aligned core courses so that all courses with the same name reach a common standard of quality.
- Vertically align all courses within a discipline so the outcomes of one course serve as the prerequisites for the next.
- Measure results at the course level to ensure students are gaining the knowledge and skills necessary to progress to postsecondary education.

The Core Curriculum: An Unfulfilled Promise

While taking core courses prepares students for college, the real key to their future success lies in increasing the rigor of those courses. Students who are not sufficiently prepared for college are less likely to enroll, more likely to need remedial coursework during their first year, and less likely to succeed in their courses and earn a degree.

Far too many of today's students who are taking a core curriculum are unprepared for the challenges of first-year college coursework.

- High school graduates who take more than a minimum core curriculum meet the ACT College Readiness Benchmarks in greater—sometimes substantially greater—percentages than do graduates who take only the core. ACT-tested 2007 high school graduates who took core courses plus additional higher-level courses met Benchmarks in percentages greater than students who took only the recommended core.
- Despite the higher percentages of students who met the College Readiness Benchmarks and took more than the recommended core, still no more than 38 percent are ready for first-year college science, no

more than 60 percent are ready for first-year college social science, no more than 75 percent are ready for first-year college mathematics, and no more than 77 percent are ready for first-year college English.

- While some students make progress toward college readiness in high school, a larger percentage are actually failing to meet College Readiness Benchmarks. Much of this loss of momentum appears to be occurring during the last two years of high school.

Our research also shows that high school courses can be made rigorous and that rigorous content can be effectively taught and learned. We analyzed nearly 400 schools across the United States that have recently shown greater-than-average increases in ACT Mathematics or Science Test scores. These increases are all associated with substantial numbers of students taking course sequences that include rigorous courses in mathematics and science (Algebra II and Chemistry).

QualityCore

QualityCore is ACT's groundbreaking national effort to better define rigor in core courses and to help policymakers continue to improve college readiness standards. It is designed to help decrease the number of students who are limited in their options for college and

work because they took either the wrong courses or courses that lacked appropriate rigor.

Many high schools use end-of-course examinations to measure course quality. Such exams are intended to evaluate course offerings by assessing how well students have mastered the content considered essential to the courses. But an end-of-course examination is only as good as the assumptions used in designing it. What is a course's "essential" content? And what does it mean to master it?

Our QualityCore program and end-of-course examinations in English, mathematics, and science are rooted in course objectives that are rigorous, empirically based, and derived from the syllabi of course offerings at high-performing high schools. Among the goals of the end-of-course examinations are to:

- Improve student achievement in high school core courses
- Ensure that course content is focused on college and workforce training readiness standards as well as state standards
- Provide schools and districts with course-level data about student progress they can use to improve teaching and learning

Although studies have identified the minimum coursework essential for college success, it is difficult to define the quality of such courses. During the 2003–04 academic year, ACT teamed up with The Education Trust on a study, *On Course for Success*, to determine the courses, level of rigor, and instructional practices most likely to lead to student success.

On Course for Success focused on ten high schools that are producing graduates who are meeting or exceeding ACT benchmarks in proportions greater than those seen nationally. It addressed this question: What are the essential features of high school courses that have proven track records in preparing students for successful entry into postsecondary education without the need for remediation? We defined success as meeting College Readiness Benchmarks for English, mathematics, and science. These benchmark scores predict a grade of C or higher in first-year college courses in English composition, algebra, and biology, respectively.

Researchers sent each of the participating schools a list of students who were college ready—defined as meeting or exceeding one or more of the ACT benchmarks in two consecutive years. The schools identified the courses each student took and the teachers who taught them. The study team eventually focused on 69 sets of courses and teachers with the



highest percentages of students meeting the benchmarks. They then surveyed the teachers about their educational experience, teaching philosophy, and instructional practices, and also examined several weeks' worth of their lesson plans and instructional materials. They interviewed the teachers and observed in their classrooms.

The study team's analyses of course syllabi, course descriptions, course content, pacing charts, and instructional materials for these courses served as the foundation for the development of model syllabi for key high school courses in English, mathematics, and science. School districts can use the course syllabi, course descriptions, and course objectives to evaluate the rigor of their own core course offerings and make changes where necessary.

As a next step, the team went beyond the 69 sets of courses and teachers to collect validity data from a wider sample of high-performing high schools nationwide. They sent a list of course objectives to a nationwide sample of English, mathematics, and science teachers chosen from a file of the 300 highest-performing high schools. They also surveyed the teachers about the importance and relevance of the objectives to college readiness.

From the results of the survey, staff refined the course objectives to reflect those deemed essential by a majority of the responding teachers. These final lists of course objectives provide the foundation for the test specifications of the assessments developed as part of QualityCore. These objectives represent the first empirically based high school core course frameworks that prepare students for college and that have been linked directly to their success in college.

Staff are also engaged in field studies and research to investigate the professional development resources and activities needed to help make the implementation of QualityCore a success. Support for teachers implementing QualityCore will include resource materials that will help them make effective use of the interim and end-of-course assessment information and guide them in curriculum development. We are considering offering professional development training by master teachers. These workshops, designed by subject area and course, would provide teachers with practical examples, detailed insights, effective models of instruction, classroom materials, and teaching strategies focused on the skills and knowledge related to QualityCore.



Our goal for QualityCore is twofold—to help educators, administrators, and policymakers significantly improve both student achievement in high school core courses and the effectiveness of curriculum, instruction, and assessment in each course.

National Center for Educational Accountability

This past summer, the National Center for Educational Accountability (NCEA), which provides *Just for the Kids* school improvement products and services and data-driven best practices research, became an ACT-owned nonprofit organization. ACT now provides funding, research, and other support that will enable NCEA to accelerate the delivery of improvement services to schools and districts throughout the country.

Based in Austin, Texas, NCEA is a leader in the use of data and best-practice research to foster school improvement. It supports the efforts of educators, policymakers, business leaders, and community leaders as they strive to raise academic expectations and promote practices that help more students enroll in and graduate from college and prepare well for their future careers.

ACT and NCEA have complementary competencies for supporting continuous school improvement. NCEA's focus has been predominately in K–12, while ACT has focused on grade 8 through college, with EXPLORE, PLAN, ACT, college outcomes assessments, and the WorkKeys system that is used by schools, colleges, and employers across the nation. Together, ACT and NCEA will cover the broad spectrum of K–16 education and workforce development, while providing world-class, comprehensive school improvement assistance.

The two organizations are currently developing multiyear, strategic research and development agendas with the goal of helping more students reach college and career readiness.

More States Using the ACT as Part of Alignment Efforts

As more states align their standards with postsecondary expectations, the ACT has become a valuable tool. In Illinois and Colorado, where the ACT has been incorporated into statewide high school assessment programs, there have been significant increases in:

- The numbers of students entering the college pipeline and meeting ACT College Readiness Benchmarks.
- The percentages of students taking core curriculum, plus honors, advanced, and/or accelerated courses.
- Awareness among high school students and teachers of specific courses essential for success in college.
- The number of students from low-income and a broad range of racial/ethnic groups taking a core curriculum.
- ACT scores of students in those states.
- The numbers of students from all backgrounds enrolling in college—even those students who may not have been considering pursuing higher education.
- The number of students persisting in their second year at the same college.
- Education and career aspirations among minority students.

ACT's College Readiness System Equals Big Success for Tennessee School District

Many studies confirm the link between academic rigor in high school and success in college and career. Why then do school administrators still struggle to convince teachers and parents of the need for rigor; so they, in turn, can encourage students to take the tough courses? This is the question school administrators in Knox County, Tennessee, set out to answer:

And answer, they did. Since 2002, Knox County has exceeded state averages on the percentage of middle school students meeting college readiness benchmarks. They have also dramatically increased enrollment in honors and advanced courses. And students have earned the district's highest-ever ACT scores.

Knox County officials credit ACT's College Readiness System, including EXPLORE, PLAN, and the ACT, for much of the success they've experienced. "The system has become a valuable tool we use to educate parents about what they can do to ensure their children are admitted to college and graduate. The test scores give parents a glimpse into their children's future and motivates them to help us guide their children into more rigorous courses," said Dr. Donna Wright, assistant superintendent of instruction for the Knox County School System.



The ACT programs have also given teachers the evidence they need of the relationship between rigor and achievement. Compelling data are a strong argument for keeping students on an honors track, for instance. As Dr. Mike Winstead, director of curriculum and accountability for Knox County, explained, “In eleventh and twelfth grades, we tend to see a lot of course drop-off, as students don’t take high-quality, rigorous courses. The test results help us set expectations.” And though getting students to take more rigorous courses is still a battle with a few students and parents, Winstead said it is becoming easier for teachers and counselors to get students to stretch and to move them into upper-level, challenging courses.

Establishing rigor is especially important in Tennessee, where students scoring 21 and higher on the ACT qualify for the state’s lottery scholarship program. “If students take the courses we recommend based on their projected scores, we can assure their parents that they have a better chance of getting the scholarship and graduating from college,” said Wright.

Knox County school officials became interested in the ACT College Readiness System when they realized they were short on data at the high school level. “We had plenty of data for elementary and middle school, but

didn’t have a good handle on how students were doing academically between middle and high school,” said Winstead.

The county has 12 high schools enrolling about 15,000 students, so it was imperative for administrators to have sufficient data in order to evaluate the effectiveness of their middle school program. As one of the first states to require a high school exit test, Tennessee boasts high numbers of students who take the ACT. In fact, about 75 percent of Knox County students take the ACT each year. That’s all good, but as Winstead said, “we needed to know before the ACT how students were doing—what was working for us academically and what wasn’t.”

By fall 2001, school officials had begun implementing EXPLORE in the eighth grade, and two years later, PLAN in the tenth grade. It was rough going initially. Some principals and teachers were against EXPLORE at first because it took away instructional time and they felt they already had enough data. But over a period of time—and with the help of ACT staff—the school system was able to build support among administrators at the middle and high school levels. Officials educated instructional supervisors in all the core academic areas about the use and benefits of ACT programs.

In addition to gaining support from teachers, parents, and students, the district has attracted attention from the local business community. The Knoxville Chamber is touting Knox County Schools' "dramatic and impressive" results from EXPLORE and PLAN in a campaign on the importance of improving education. The Chamber's President and CEO, Michael Edwards, is writing articles, giving speeches, and meeting with education and business officials. The Chamber's goal is to inspire business people to demand that local and state educational systems be dramatically improved, calling it a matter of "business survival."

Winstead said ACT programs are particularly useful because they offer a "three-prong assessment approach, providing relevant information that informs decision making at the individual, school, and district levels."

At the student level, Knox County can use the test scores to help students and their parents plan their high school courses. Through identification of strengths and weaknesses, the scores also help students select electives that match their educational and career goals.

The College Readiness System is helping Knox County school officials:

- Frame the curriculum. Staff develops and refines courses based on test results. The data have also helped Knox County align its curriculum with state standards.
- Provide a baseline for high school. School officials use the results to evaluate their eighth-grade program to make sure students are on track for being college ready. EXPLORE serves as a "final report card" for middle school and provides a baseline for students as they start high school and determines their placement in programs such as honors and advanced courses.
- Strengthen collaboration among teachers and administrators. Each of Knox County's 14 middle schools and 12 high schools has a data team involving the principal, assistant principal, and three teachers that meets once in fall and spring to review data and to take that information back to their individual schools.

Knox County now has hard data that help administrators monitor student progress, evaluate the school system's college readiness standards, get the rigor at the right level, structure high school planning, and make appropriate recommendations to parents.

Breaking Barriers at Two High-Performing Schools

Thornton Fractional North High School (TF North) and Dumas High School (DHS) would appear to be two very different schools. TF North is located in a Chicago suburb; DHS serves a small rural town in Arkansas.

But they are more alike than they are different. Both have substantial enrollments of low-income and racial/ethnic minority students. Despite the odds, both are successfully preparing students for their post-high school goals—be it college, training programs, or the workforce. And both participate in ACT's College Readiness System. All TF North eleventh graders take the ACT; approximately half of DHS graduates take it.

Both schools have seen remarkable improvements in the academic achievement and college readiness of their graduates, in particular students from racial/ethnic minority groups:

- Average ACT test scores increased across most subject areas.
- Racial/ethnic achievement gaps decreased in most subject areas.

- More students are taking the ACT-recommended college-preparatory core curriculum.
- More students are prepared for college-level coursework.
- More graduates of these schools are choosing postsecondary education.
- Fewer DHS graduates need to take remedial classes in college.

Although it is almost impossible to know exactly what has helped produced these outcomes, several policies and practices, or combinations of them, seem likely:

- **Emphasis on college readiness for all**

At both schools, students are strongly encouraged to consider postsecondary education, and both have teamed with nearby postsecondary institutions to offer opportunities to earn college credit while in high school.

- **Strong, aligned curriculum**

At both schools, the curriculum is aligned across grades and departments and with state standards.



- **Experienced and committed faculty**

All teachers are certified to teach in their subject areas and are involved in numerous professional development activities, including courses in technology, conferencing, curriculum standards workshops, student-centered instruction, differential instruction, and racial/ethnic sensitivity, as well as graduate-level courses.

- **Academic support, career exploration, and career training programs**

Both schools offer extensive academic support, career exploration, and training programs to students.

- **Continuous monitoring of each student's progress**

At both schools, student progress is closely monitored throughout high school using ACT program results, state assessment results, and other information.

- **Focus on positive results**

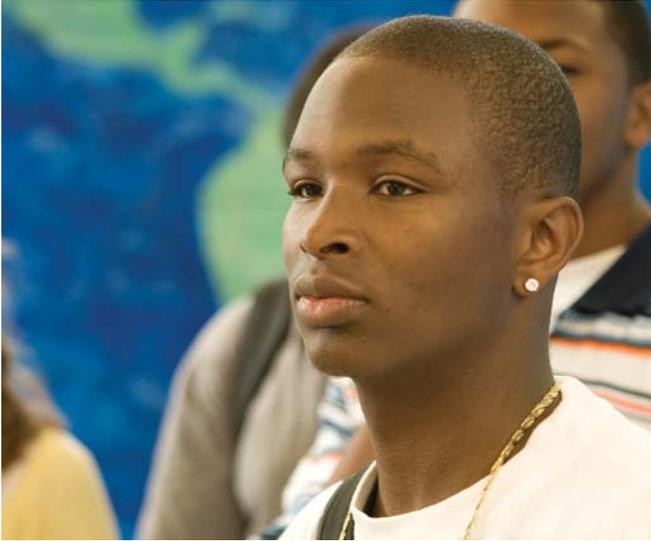
Both schools have various student incentive programs. For example, each month one DHS student is identified as Student of the Month. TF North also has a college-recognition bulletin board for students who have been admitted to postsecondary institutions.

- **Parent and community involvement**

A Parent Advisory Board meets monthly at TF North to discuss school matters. The Dumas School District employs a full-time parent-school coordinator and maintains the Parent Center, where families can participate in activities and receive information and enrichment materials. Both schools actively participate in community events and encourage their students to perform community service.

- **Continuous search for new approaches to improvement**

Both schools realize that much still needs to be done to ensure that all of their students are ready for college. New ideas are constantly introduced and new programs are implemented regularly.



EXPLORE, PLAN Play Significant Role in Texas Education System

Texas has been innovative when it comes to education. It is the first state in the nation to make a college-prep curriculum the standard coursework in Texas high schools, starting with the class of 2008. The state also is leading the way in reforms designed to raise performance, such as providing personalized study guides for students who fail state assessments and individualized graduation plans for students at risk of failure.

As the landscape of statewide assessment and accountability in Texas changes, several school districts in the state have implemented EXPLORE and PLAN and are using the data collected from the exams to help students prepare for college and careers.

Edinburg High School

The mission of EHS faculty and staff includes increasing the numbers of students who take the ACT, receive scholarships, and attend college. Yet, for many EHS students, the road to success is anything but easy. EHS is an urban high school located about 10 miles from the Mexican border in one of the lowest-income metropolitan areas in the country.

But hard work pays off. This is a school where 85 percent of the senior class take the ACT. Five years ago, 20 students earned an ACT score of at least 20 and now 100 students do so. When they started college this fall, 174 graduating seniors shared \$2.2 million in scholarships.

Much of the school's success is attributed to the way staff and teachers put data collected from EXPLORE, PLAN, and ACT's College Readiness Standards to good use. Incoming freshmen with high scores on EXPLORE tests are placed into accelerated classes. Staff members review PLAN scores with sophomores to help them prepare for the ACT. Teachers know each student's score-band ranges and monitor instruction accordingly. Their goal is to raise each student's ACT score by one range.

To help students raise their scores, EHS holds an eight-week ACT Academy prior to each test date. As a result of this preparation, administrators say the numbers of students taking the ACT and their scores on the test have "skyrocketed" over the past few years.

Frenship Independent School District

From using EXPLORE and PLAN to help students prepare for high school to partnering with a local community college for a dual credit program, Frenship

Independent School District in Wolfforth, Texas, is focused on helping students look ahead.

Students can earn college credit while in high school by taking dual credit courses that award high school and college credit. They can earn an associate of arts or an associate of science degree from South Plains College by completing 60 hours of specified courses. Students can begin high school course selections as early as eighth grade. Fisd is the only district in Texas that offers a college associate degree program with all the dual credit courses being taught on its high school campus.

The rural/suburban district also uses EXPLORE and PLAN results for curriculum mapping. The data collected helps the district identify core skills and content taught, objectives met, and assessments completed for each subject area and grade level. The curriculum map serves as a tool for teachers, helping them keep track of what has been taught and plan what will be taught.

At no cost to students, the district provides opportunities for test prep for EXPLORE, PLAN, and the ACT. Twenty-five middle school students who took the ACT received state recognition for their achievements through the Duke Talent Identification Program, which identifies gifted children and provides resources to nurture the development of these exceptionally bright youngsters.

Wimberley Independent School District

About four years ago, school administrators in the Wimberley Independent School District in Wimberley, Texas, noticed that student test scores weren't getting any better. The rural district's ACT scores indicated that only one out of four test takers was ready for college biology and fewer than one out of two was ready for college algebra.

School officials decided the time had come to improve college readiness in the district. They turned to ACT for help. District administrators drew on the PLAN data to redesign the high school curriculum to include a fourth year of mathematics and science, which placed the district ahead of state requirements. The new curriculum also ties in better with the current state test, the Texas Assessment of Knowledge and Skills (TAKS).

In addition to using the results of EXPLORE and PLAN to enhance the high school curriculum, the district also is relying on them to help students learn about their education and career options. Staff members meet with students to review the results from PLAN and the ACT Interest Inventory, which is a first step in career exploration and planning. Using personalized results from ACT's World-of-Work Map, students narrow their career possibilities.

Helping students realize they have choices is a big part of the school's mission. As more and more students are looking at options other than the typical four-year college degree, it's more important than ever to ensure students are prepared for life after high school.

Birdville Independent School District

The Birdville Independent School District in suburban/urban northeast Tarrant County, Texas, uses EXPLORE and PLAN results to help students prepare for the next step. Career assessments have always been required for eighth and tenth graders at Birdville, so implementation of the EXPLORE and PLAN assessments was a natural fit for the district.

EXPLORE and PLAN results help the district identify economically disadvantaged students for the talented and gifted program, counsel students about which courses they should take, determine improvements for particular areas of the curriculum, and select students for Advancement Via Individual Determination (AVID), a program designed to help underachieving middle and high school students prepare for and succeed in college.

The district recommends that eighth-grade students take a Career Connections course to create a four-year plan for high school and to register for ninth grade. In

this class, students learn about careers, colleges, and academic degrees. They also use career planning software to conduct database searches that help students match their interests to careers.

Students build electronic portfolios that contain information about two careers that interest them, two colleges they've looked into attending, their four-year high school plan, a resume, their volunteer projects, and their EXPLORE results. Students can add to the portfolio throughout their high school years to track their academic and extracurricular progress.

As part of the course, staff meets individually with each eighth grader—some 1,500 students—to interpret their EXPLORE results and review what they mean for the student.



Setting Students' Sights on College: Chicago Public Schools

More than three-quarters of Chicago's nearly 427,000 public school students are poor, as defined by eligibility for participation in free or reduced-cost lunch programs. Many are members of minorities; many have limited proficiency in English. These young people, like students everywhere, are striving for a good education and a prosperous future.

But to make a successful transition to college—even to graduate from high school—many of them must overcome obstacles unimaginable in the nearby suburbs. For example, some Chicago high schools enroll well over 2,000 students, but have only three or four counselors.

The Chicago Public School system (CPS) wants to increase the college readiness of the city's students. Its goal is to increase the numbers of students who take a rigorous curriculum and set their sights on getting into the most challenging college for which they are qualified. The CPS also wants to improve high school graduation rates and college attendance rates, and to provide a basis for curricular interventions to improve student performance.

To address these goals, the CPS instituted citywide administrations of EXPLORE and PLAN to help all students begin thinking and planning for higher education and to prepare them for statewide administration of the PSAE (Prairie State Achievement Examination, which includes the ACT) beginning in spring 2001. The CPS tests grade 8 and 9 students using EXPLORE and grade 10 and 11 students using PLAN. This allows staff to monitor the effectiveness of the curriculum for each 12-month period.

Why an ACT System?

EXPLORE, PLAN, and the ACT—the three programs in ACT's College Readiness System—provide an assessment system that measures student readiness along a continuum of college readiness benchmarks. These assessments allow teachers, counselors, and students to track academic progress from eighth through twelfth grades on skills directly related and linked to college preparation.

According to Susan Szurek, an English teacher at the Chicago High School for Agricultural Sciences, "The classroom teachers use the PLAN item analysis report from ACT to determine instructional focus. Administratively, the school uses test information from EXPLORE and PLAN to determine where tutoring



dollars will be spent. For ACT preparation, scores are reviewed to organize homogeneous groups that will target specific ACT College Readiness Standards. In general, the system is a most useful tool.”

In conjunction with assessing academic progress, the College Readiness System helps students plan for their future by providing information on careers that match their interests and skills.

Encouraging students to think about possible careers early on allows them to plan more effectively for the academic courses they will need to achieve their career goals. In the words of Cynthia Barron, who supervises high school principals and is charged with the responsibility of instructional improvement in area high schools, “My principals clearly use the College Readiness System to determine students’ growth patterns as they move from EXPLORE to PLAN and to the ACT examination and to identify curriculum gaps. We challenge ourselves to respond to this powerful data.”

The Illinois State Board of Education chose to include the ACT in the PSAE because it is a long-established, thoroughly tested examination that measures educational achievement in English, mathematics, reading, and science—academic areas the PSAE covers. The knowledge and skills the ACT measures are closely

aligned with the Illinois Learning Standards and with success in college. The higher a student’s score on the ACT, the more likely that student is to be college ready, to achieve higher grades in college, and to persist to a degree.

Predictably, average citywide ACT scores followed the state trend and dipped for the 2002 graduation class (i.e., the first class that took the first administration of the PSAE in spring 2001) because of the increase in the number of test takers at all achievement levels. Students have been making steady progress ever since—even as the numbers of students tested has continued to rise.

Since 2002, the first year in which all Chicago public high school graduates had taken the ACT as juniors, student performance is improving. The average ACT composite score for the virtually 100 percent of Chicago Public School graduates who took the test in 2007 is higher than the same score for the self-selected group of college-bound Chicago Public School graduates (approximately 40 percent) who took the test in 1999. Most students are planning to enter some form of postsecondary education.

Ivy Tech CC System Assesses General Education Outcomes With CAAP

The Ivy Tech Community College of Indiana system recently adopted ACT's Collegiate Assessment of Academic Proficiency (CAAP) to assess general education outcomes on its 23 campuses.

CAAP is a standardized outcomes assessment program that postsecondary institutions use to assess, evaluate, and enhance the outcomes of their general education programs. It offers six independent test modules. Institutions can select those modules that best reflect the goals and curricula of their general education programs.

The second largest postsecondary institution in Indiana, Ivy Tech is a statewide open-admissions community college that offers two-year associate degrees and one-year technical certificates and enrolls more than 100,000 students each year. Ivy Tech partners with four-year colleges and universities to provide transfer opportunities. The system also serves the state's businesses and workers with customized training and short-term skill-building programs.

Ivy Tech's College Assessment Committee identified CAAP as its instrument of choice to measure general education outcomes. Ivy Tech uses four CAAP test

modules: Writing Skills, Mathematics, Science, and Critical Thinking.

Staff administer CAAP in the capstone courses in each technical program. Capstone courses—taught in both the fall and spring semesters at Ivy Tech—represent the culminating experiences for students in their program. In some cases, students might be taking a capstone class to develop a portfolio to get ready for the workplace. Curriculum committees, regional academic deans, and the College Assessment Committee analyze assessment results and use them to make any needed changes in Ivy Tech's general education curriculum.

Ivy Tech joins the Arkansas Department of Higher Education, the South Dakota Board of Regents, and states throughout the nation in CAAP system-wide adoptions. In South Dakota, all six public universities administer CAAP, and results of the assessment are used in awarding the South Dakota Opportunity Scholarship. The state awards the scholarship to high school graduates who maintain certain academic standards in college. In Arkansas, all four-year and two-year universities use CAAP to evaluate their general education programs.



CAAP adoptions tie in well with the recently released report of the Secretary of Education's Commission on the Future of Higher Education. With CAAP, Arkansas, South Dakota, and now Indiana are several years ahead of the rest of the country in terms of accountability—one of the big issues the report addresses.

Specifically, the commission noted, "We believe that improved accountability is vital to ensuring the success of all the other reforms we propose. Colleges and universities must become more transparent about cost, price, and student success outcomes, and must willingly share this information with students and families. Student achievement, which is inextricably connected to institutional success, must be measured by institutions on a value-added basis that takes into account students' academic baseline when assessing their results."

CAAP can help colleges and universities demonstrate student academic progress. CAAP scores, which can be linked to ACT or COMPASS™ scores, provide value-added measures enabling educators to document students' growth in the general education core.

Recognition Program Services' Newest Client Honors Young People Who Have Overcome Adversity

Arcelia Miller's mother abandoned her and her two sisters when Miller was just three years old, leaving their father to raise all three by himself. Subsequently, her father married and divorced four times. When she was a sophomore in high school, Miller and her sisters lived for a time in a home for abused children. For a while, Miller's future looked very bleak.

But when she was a high school senior, Miller received an award that changed her life forever: a scholarship through the Horatio Alger Association of Distinguished Americans (HAA) that allowed her to go to her dream school, The George Washington University, where she graduated cum laude in 2002 with a BA in psychology.

Rewarding people like Miller who have overcome adversity and achieved success is the focus of the newest client of ACT's Recognition Program Services. HAA, based in Alexandria, Virginia, is one of the nation's leading providers of need-based college scholarships, having awarded \$40 million in college scholarships since 1984.

ACT staff helped the association winnow the list of applicants, which originally numbered more than 27,000. Of those, approximately 7,000 students submitted the required paperwork. Staff reviewed supplemental documentation submitted by the applicants based on criteria provided by the association. This involved checking the applications for completeness and eligibility, reviewing essays, evaluating financial need, and determining the level of adversity, the applicant's contribution to society, and whether the applicant matched the values of the association. Staff read nearly 2,500 application essays and sent applications from about 1,400 finalists to a national selection committee gathered in Washington, DC. The HAA selection committee then ranked the applicants and selected the 106 scholars—a nearly equal mix of males and females.

Staff at ACT also assisted in the selection of approximately 1,400 state scholarships the association awards each year through funding from HAA members. State awards range from \$2,500 to \$6,000, depending on the state and sponsor. The association also gives \$5,000 military scholarships to U.S. veterans of the Iraq and Afghanistan conflicts.

The application process can be very emotional for the applicants and demanding for the staff. Students have to

submit essays describing their personal struggles and adversities and how those struggles helped form the person they are today.

They must also submit biographical, academic, and financial information; write essays outlining their career goals, intended college major, and leadership attributes; and provide a letter of support.

Scholarship recipients receive an all-expense-paid trip to Washington, DC, to attend the four-day Horatio Alger National Scholars Conference. They learn about the free enterprise system and participate in sessions on overcoming adversity, civic education, preparing for success in college, and attend meetings with Horatio Alger members. Scholars also interview entrepreneurs and professionals who have overcome adversity and achieved success. They explore the executive, legislative, and judicial branches of the U.S. government and tour cultural attractions. They also attend the Annual Horatio Alger Awards Ceremony, during which 12 individuals receive the Horatio Alger Award and are treated to a gala in their honor at the National Theatre.

WORKFORCE DEVELOPMENT

The gap between the skills required for most jobs and the skills of the U.S. workforce is having a significant impact on productivity and revenue across all sectors of the economy.

Leaders in government, education, and business must address these challenges. One of the most effective solutions involves boosting productivity by hiring skilled workers and enhancing the skills of incumbent workers through training and skills certification.

For nearly two decades, ACT has led national efforts to address workforce issues by developing and administering skills-based assessments that link directly to jobs. Through our WorkKeys system, thousands of companies have experienced lower turnover, faster pace to job proficiencies, reduced training costs, and increased productivity.

Now, WorkKeys is the foundation for the National Career Readiness Certificate—a way for job seekers and employers to connect and communicate. The certificate is supported by ACT partner organizations, and has been launched at local, regional, and statewide levels. Fourteen states have certificate programs under way and more than 100,000 certificates have

been issued. MyWorkKeys.com is a unique website that supports certificate holders and links employers and job applicants.

This year, WorkKeys added three new Personal Skills assessments—Performance, Talent, and Fit—that measure personality factors in terms of job behavior, performance, and productivity. The addition of these assessments makes WorkKeys the most comprehensive workforce assessment system available today and provides additional resources for the growing number of organizations that use personality assessments in hiring decisions.

We continue to support our long-term relationships with nearly three dozen professional clients who certify the skills of their constituents. We recently celebrated 25 years of service with the National Institute for Automotive Service Excellence (ASE) and a decade of collaboration with the Association of Social Work Boards.

Our efforts to increase the skills of the U.S. workforce put us in the forefront of organizations preparing people for a world of possibilities.



WorkKeys Keeps on Working

Employers need reliable ways to measure essential job skills to ensure they are hiring the most qualified, trainable candidates. Workers may have a high school diploma or college degree, but these credentials may not provide a sufficient indication of job skills. That's why employers worldwide turn to WorkKeys to select, hire, train, and retain the high-performance workforce necessary to compete in today's economy.

Through WorkKeys, we have built the most extensive database available on the skills of U.S. workers, with more than 14,000 job profiles and 12.5 million tests administered. Companies such as 3M, American Express, BMW of North America, Campbell Soup Company, Coors Brewing Company, Energizer, The Dow Chemical Company, Oscar Mayer/Kraft Foods, Inc., Subaru Automotive, Inc., and many others have used WorkKeys in workforce development.

Why Programs Based on WorkKeys Are Successful

- **Linked to work skills needed across the economy**
WorkKeys measures essential foundational work skills in Reading for Information, Applied Mathematics, Locating Information, Applied Technology, Writing, Listening, Teamwork, and Observation. These skills

are needed at some level in almost every job, occupation, or career in today's economy.

- **Meaningful to both employers and the education/training system**

WorkKeys assessments can be used by any entity concerned about the employability skills of current and future employees. Test results provide valuable information for individuals, employers, high schools, colleges, one-stop centers, job services, welfare-to-work programs, correctional institutions, and occupational training programs.

- **Based on objective, standardized, certifiable assessment results**

WorkKeys offers objective, standardized tests administered in secure, monitored testing environments to ensure the validity of test results.

- **Based on the skill levels needed for a majority of jobs and occupations**

WorkKeys occupational profiles are based on an analysis of more than 14,000 jobs across the economy, created with input from employees who actually perform the job tasks. The WorkKeys profiles clearly indicate the skill levels needed to be successful in those jobs.

- **Meaningful to individuals**

WorkKeys assessment results are easy for individuals to understand, helping them determine their current



skill levels and how those skill levels match to occupations. Unlike most assessments, WorkKeys helps individuals compare their results to job and occupational requirements—not to other individuals.

- **Available for immediate use**

The WorkKeys assessments have been used for nearly two decades and are available for immediate implementation. The system offers Internet-based and paper-and-pencil tests with alternate forms—a must for any certificate program. To date, 12.5 million tests have been administered.

- **Tied to education/training programs to improve skill levels**

WorkKeys is tied to specific training and curriculum for skill improvement, enabling educators and trainers to help individuals improve their skills and enhance job opportunities.

- **Nationally portable**

WorkKeys is a national program recognized by both employers and education/training entities. WorkKeys assessment results and certificates can help individuals not only with local job opportunities, but also with opportunities across a state or across the nation.

WorkKeys Plays Major Role in Finding Subaru Employees

It's an enviable problem to have: more than 22,000 applicants for 1,000 new jobs.

That's the situation Subaru of Indiana Automotive, Inc., (SIA) in Lafayette faced earlier this year when the company added a production line for Toyota Camry sedans to its plant. It marked the largest single job creation initiative in Greater Lafayette in nearly 20 years. The company is investing approximately \$230 million to install Camry manufacturing processes on an existing production line, which will be capable of producing nearly 100,000 vehicles annually. SIA is the only Subaru auto assembly plant in the United States.

ACT's WorkKeys played a significant role in the process of identifying qualified workers for the new jobs and in filling openings at other companies that lost employees to Subaru.

"We needed to find highly motivated people with a good work ethic," said Brad Rhorer, employment group leader for SIA. "We build a premium vehicle, which requires a very high standard of quality, so we had to find a match to that standard in our future associates."

Subaru was expecting up to 15,000 applicants for the positions. But the company wasn't all that surprised by the huge response of more than 22,000 applicants, considering the reasons prospects gave for applying: salary and benefits, career opportunities, excellent work environment, and stable reputation of the company.

Those are among the reasons Darrel Wilson applied for the new jobs. He said it "feels pretty good" to be selected out of the thousands of people who applied for the positions. He thought WorkKeys accurately assessed his skills.

By late fall, Subaru will have added about 1,000 new employees to a facility that employed 2,230 before the expansion, according to Deborah Waymire, chief operations officer, Tecumseh Area Partnership (TAP) in Lafayette.

To meet the hiring challenge, SIA turned to Lafayette's WorkOne system. In 1987—when SIA built the plant in Lafayette—TAP and the Lafayette office of Indiana Department of Workforce Development recruited more than 50,000 applicants and provided workplace assessments for 1,700 positions. This time, TAP and WorkOne officials established a new screening and assessment center—known as the Regional

Employment Assessment Center for Hiring (REACH)—to fill jobs at Subaru and other local employers using WorkKeys.

Competition for the positions was intense, Waymire said. The company offers a potential hourly wage of up to \$23 and an excellent benefits package that includes medical, dental, and vision coverage, a retirement plan, a 401(k) plan, and on-site recreation and child development centers.

Through REACH, workforce officials screened applicants using job profiles and WorkKeys assessments. Chris Waymire, senior vice president of capacity building and staff development for TAP, developed job profiles for four of the new positions, including production associate, expeditor, team leader, and maintenance associate. Production associates accounted for the majority of the new positions. These associates must work in a "very fast-paced environment requiring strict attention to detail."

SIA's hiring system was a highly selective, rigorous process. Here's how it worked:

- Applicants completed an online customized application form. TAP officials revised the company's standard application, assigning weight values to each skill needed for the position.

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- The system scored applicants as they completed the application, so results were given in “real time.” TAP offered online remediation to those who didn’t meet qualifications and also referred them to other companies.
 - TAP invited about 5,000 applicants to the REACH location to take the WorkKeys skills assessments. The Indiana Department of Workforce Development conducted the assessments at its WorkOne offices in Lafayette, Indianapolis, Gary, and Evansville.
 - Those who successfully completed WorkKeys were invited to participate in the next stage of the hiring process: practical skills and problem-solving assessments administered by Ivy Tech Community College on-site at Subaru.
 - Those who made it this far then completed an internal process at SIA. This included a ten-year employment verification and other background checks. A two-person team interviewed each applicant.
 - SIA’s employment management team then reviewed the list of applicants who were recommended by the interview teams.

WorkKeys works, said Chris Waymire, because it helps businesses find and train the right people, strengthen the applicant pool, increase employee production, get the most from training dollars, and reduce turnover.

In addition to the Toyota Camry, SIA produces Legacy, Outback, and Tribeca models for Subaru. It is one of the highest-wage manufacturers in the Lafayette area, according to Kevin McNamara, professor of agricultural economics at Purdue University. The 2.3 million-square-foot facility performs all integrated operations, from stamping to final assembly.



The National Career Readiness Certificate: A New Credential to Certify Worker Skills

WorkKeys is the foundation for the National Career Readiness Certificate—a new nationwide career readiness system that links qualified individuals with employers who recognize the value of skilled job applicants.

This portable credential—powered by WorkKeys—verifies to employers that an individual has essential core employability skills in Reading for Information, Applied Mathematics, and Locating Information. These three skills are important for the majority of jobs in the workplace. The certificate offers individuals, employers, and educators an easily understood and universally valued credential that certifies the attainment of these workplace skills.

This comprehensive new employment tool consists of four components: Certification, a Certificate Registry, a Talent Bank, and a Job Bank.

Why a Career Readiness Certificate?

The certificate is designed to complement other traditional credentials, such as a high school diploma, community college degree, or college degree. While these education credentials mark the fulfillment of an individual's classroom learning experiences, the certificate confirms the person's competence in a specific set of workplace skills.

Employers use the certificate, along with other education and background information, to make employment and training decisions. The certificate is often considered a “plus” when presented to an employer during the hiring process because it shows the individual has attained specific workforce competency levels. Higher scores indicate an individual's readiness for a wider range of jobs.

An employer requiring the certificate will benefit through reduced hiring time and costs. If an employer is already requiring one or more of the WorkKeys assessments, applicants with a national certificate may already be meeting those requirements.



Career Readiness Certificate Offers Three Skill Levels

The WorkKeys database contains occupational profiles for thousands of jobs across the country. A majority of the jobs require certain skill levels in Reading for Information, Applied Mathematics, and Locating Information. Individuals with higher skill levels qualify for more jobs.

The National Career Readiness Certificate uses test results from these assessments to award certificates in three categories:

Bronze Level signifies a score of at least a level 3 in each of the three core areas (Reading for Information, Applied Mathematics, and Locating Information) and the necessary skills for 35 percent of the jobs in the WorkKeys database.

Silver Level signifies a score of at least a level 4 in each of the three core areas and the necessary skills for 65 percent of the jobs in the WorkKeys database.

Gold Level signifies a score of at least a level 5 in each of the three core areas and the necessary skills for 90 percent of the jobs in the WorkKeys database.

The National Career Readiness Certificate Program offers diverse benefits to all the participants:

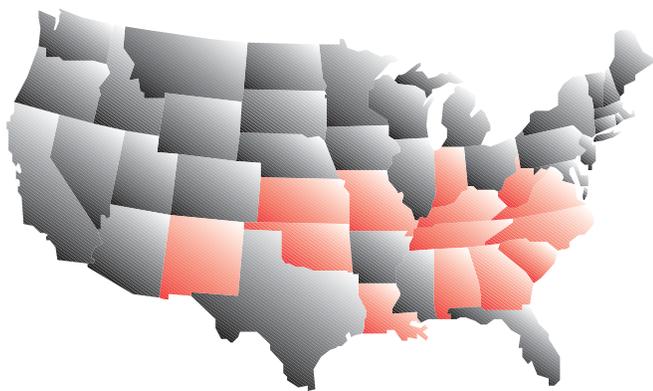
- Enables educators, economic developers, and employers to work collaboratively toward the common goal of a well-trained workforce
- Documents that the workforce is ready for jobs that are available
- Serves as a proven economic development tool
- Explains to job seekers and applicants the skills they are going to need for jobs
- Increases the tax base by keeping successful employers in the state
- Helps educators adequately prepare students for careers and the workplace
- Increases communication among educators, training organizations, economic and workforce developers, and employers

“As we improve and apply new technology in chemical manufacturing, we face an increasing skills gap in new and some incumbent workforces. A key factor in achieving those skills is ensuring that the future workforce has a high level of critical foundational skills that prepare them to learn the occupational skills that are critical for our work. We believe the National Career Readiness Certificate is an excellent way to ensure those skills are present in the current and future workforce of our nation.”

Harry Engelhardt
Global Director, Manufacturing and
Engineering
The Dow Chemical Company

States Are Using the Career Readiness Certificate

Fourteen states have already affiliated with the National Career Readiness Certificate—Alabama, Georgia, Indiana, Kansas, Kentucky, Louisiana, Missouri, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia—and a total of 21 states use either the certificate or the WorkKeys system on a statewide basis. We also are working with several national trade associations and federal organizations to encourage the use of the National Career Readiness Certificate. To date, more than 100,000 certificates have been issued.





Job Seekers, Employers Share Information via New WorkKeys Website

Job seekers who earn ACT's National Career Readiness Certificate and employers who request them will soon have a way of connecting, thanks to the www.MyWorkKeys.com website. The new website will allow a certificate holder to search for jobs, order a copy of the certificate, and share information with employers. Employers will be able to verify the worker's certificate and search a pool of qualified applicants.

Job Seekers

Once job seekers who have earned a certificate have created a secure account on the site, they will be able to:

- View scores for all the WorkKeys assessments they have taken during the past five years. ACT uses a match criterion that searches for and identifies all WorkKeys testing for candidates.
- View information about the certificates for which they qualify based on their WorkKeys scores. Each certificate is associated with a specific certificate number and date of expiration. The WorkKeys

foundational skills assessment scores are valid for five years.

- Register online to take additional WorkKeys assessments at secure test sites and access information about training to improve their skills.
- Obtain a certificate number. This allows them to print a confirmation screen that lists the certificate number, expiration date, certificate level, and a unique URL they can provide to employers for verification of the certificate number. The unique URL will take an employer to a similar confirmation page that validates the worker's certificate level and number.
- Purchase up to five certificates or five seals for each certificate they earn. Seals for programs meeting national standards are available and can be placed on state-level and regional-level career readiness certificates.

Employers

The www.MyWorkKeys.com job bank will enable employers who accept the National Career Readiness Certificate to post job opportunities and search for qualified workers. A talent bank, which will allow individuals to post their credentials and search job postings in a national online job database, is also in the works.

The job bank will connect skilled, certified workers with job opportunities and give employers access to a talent pool that's defined by skill level. This user-friendly resource will enable employers to:

- Post available positions with desired selection criteria.
- Search for qualified prospective applicants based on those criteria, including desired National Career Readiness Certificate level.
- Receive electronic applications from qualified applicants.
- Communicate with applicants within the system.
- Review performance statistics for each available position and total daily activity. Performance statistics include the certificate holders who directly apply for a position, the number of certificate holders the employer invites to apply for a position, and the number of active candidates.
- Identify staff members who can administer job postings, prospects, and applicants. An employer can assign one or more employees to have administrative rights to the job bank. Specifically, this means giving identification and passwords to staff members, such as those in human resources, so they can post jobs and terminate postings, invite certificate holders to apply to a specific job via e-mail, and respond to job applicants through the system.

WorkKeys National Conference Looks Toward Rebuilding the Workforce

New Orleans was an appropriate setting for the tenth annual WorkKeys National Conference, with its theme of "Rebuilding the Workforce." In a city where much of the population was displaced after Hurricanes Katrina and Rita and businesses are still struggling to recover, discussing labor shortages and work skills seemed especially relevant.

The conference in "The Big Easy" drew more than 600 leaders from 30 states—representing education, business, workforce development, economic development, and government. In keeping with the conference theme, ACT introduced several new services as tools to be used in workforce rebuilding efforts, including the National Career Readiness Certificate and WorkKeys Personal Skills assessments.

"We have daunting challenges, and we believe a skilled workforce is an economic necessity for the nation," said Richard L. Ferguson, ACT CEO and chairman of the board, who opened the conference. "WorkKeys is a common-sense approach to finding skilled labor, and the National Career Readiness Certificate is the next step."

The conference was highlighted by three keynote presentations. Opening keynote speaker and Louisiana Governor Kathleen Babineaux Blanco emphasized the role WorkKeys is playing in Louisiana's recovery from the terrible hurricanes of 2005.

"We're talking about efforts to rebuild the workforce at this conference, and we're in New Orleans, the epicenter of Gulf Coast recovery efforts," she said. "We're on our way to recruiting and training a new workforce here in Louisiana, and WorkKeys is a critical component of our recovery."

Former Florida Governor Jeb Bush spoke about the role of education in building a skilled workforce. He laid out a ten-part plan for improving education and workforce preparedness, including a renewed focus on basic skills, high school reform, and preparing for the global economy. He praised the National Career Readiness Certificate as a way to help people realize their potential. "The certificate gives them hope," Bush said. "It allows them to tell businesses about their skills and to improve their deficiencies."

Fredrick Kendrick of Bayer MaterialScience, the conference's third keynote speaker, detailed the role of talent management in the business world. He called this

getting the right people in the right job at the right time. Bayer, a longtime user of WorkKeys, incorporates the tests into its talent management model. "To sustain talent management activities, we have to identify strategies and analyze all methods that human resources uses to sustain those strategies, such as diversity, retention, training, and development," Kendrick said.

In several breakout sessions, participants discussed ACT's National Career Readiness Certificate, the core of which involves WorkKeys assessment and training. Dozens of states are now aligning their certificate initiatives with ACT's, making the National Career Readiness Certificate a nationally recognized credential. The certificate was highlighted by businesses such as Campbell Soup Company, Energizer, and PGT Industries.



Personal Skills Assessments Help Employers Find, Hire, Develop, and Keep the Right Employees

What if there were a tool that would tell if a candidate was a good fit for a position ... that would predict the person's potential productivity on the job ... that would inform whether the candidate would contribute to a company's bottom line?

Foundational skills have long been important to success in the workplace. Now more and more companies are measuring a candidate's personal attributes, too. Companies are assessing foundational and personal skills to ensure they make the right hiring decisions.

ACT's new Personal Skills assessments—Performance, Talent, and Fit—are designed to measure work attitudes and behaviors of job candidates. The assessments, a new component in the WorkKeys suite of services, offer insight into what makes successful people successful.

The assessments are intended for both job candidates and current employees. They can be used for prescreening, administered before a candidate is given

serious consideration. And they also can be used to determine if a current employee is the best person for a particular job. They work in concert with the WorkKeys foundational skills assessments, which measure critical thinking and problem-solving skills in areas such as Applied Mathematics, Reading for Information, and Locating Information.

Personal Skills assessments help employers select the right people, keep the right people, and invest in the right people. They support prescreening, recruitment, coaching/development, succession/leadership planning, and training/development.

The Personal Skills assessments are part of a long history of foundational skills and personal skills integration. While the ability to measure personal skills is not new, the integration of measures of foundational and personal skills in a single assessment system is. Companies have long realized that cognitive-based and personality-based skills are strong predictors of an employee's effectiveness in the workplace. Companies and employees alike are now better understanding how work attitudes and behaviors play a key role in success.

Why Measure Personal Skills?

High productivity and performance are essential to maintaining an edge in today's competitive markets. Human resources professionals understand that high performance requires both foundational and personal skills. Employees with honesty, dependability, cooperation, discipline, and other positive traits are essential to an organization's success. People who find their jobs rewarding, work harder and make a business succeed.

More than 40 percent of Fortune 100 companies use personality assessment in hiring decisions. Organizations measure personal skills because:

- Measuring foundational skills and personal skills in combination means greater accuracy in predicting job performance.
- Computerized assessments can enhance convenience and lead to cost-effective talent management systems.
- Poor selection decisions can cost a company three times the annual salary paid to a new employee.
- Reliable, valid tests of personal traits can reduce adverse impact in selection decisions when used in combination with foundational assessments.

What the Assessments Measure

Performance—Measures work attitudes and potential for unsafe behavior and can be used for prescreening and selection. The Performance Index shows an individual's personal attitudes about work and tendencies to avoid risky behaviors. These attributes are essential to maintaining high productivity and personal integrity on the job.

Talent—Measures key personal traits linked to job success and can be used for selection, training, and promotion. The assessment links measures of 12 personal attributes to career success and establishes reliable, valid methods of determining which job candidates possess the greatest potential to succeed in a work environment.

Fit—Measures work-related interests with values aligned to job fit and can be used for training, promotion, and human resources planning. The assessment shows how individual interests and values relate to productivity. The assessment can be used to identify candidates with attributes that fit tightly with jobs or to promote employees with traits that demonstrate their ability to take on greater responsibility.



Professional Development Services

Each year, through our Professional Development Services, we deliver services in licensing, certification, and occupational analysis to more than 500,000 adults—most of them professionals. We provide customized test development, delivery, measurement, and research services to 30 client organizations in healthcare, government, information technology, automotive, and professional association sectors. For client-owned testing programs, we offer a comprehensive range of services in test development, registration, administration, security, scoring, and reporting.

ACT provides the highest level of quality and performance for these programs. As the industry leader in psychometric research, we focus on validity, reliability, and standard setting. We are unmatched in the industry in our abilities to:

- Analyze and quantify professional competence
- Prevent, detect, and eliminate bias in testing
- Design and coordinate large-scale standard-setting studies

Our expertise in test development helps ensure reliable and valid assessments for certification or licensing programs. These services include item writing and selection, item banking, test design, and test construction and publishing.

Our clients rely on ACT's expertise, broad resources, and understanding of the complexities and challenges confronting diverse industries. We attribute much of our success in providing such services to our long-term client relationships, some of which span more than 30 years.

Current clients include:

Association of Social Work Boards
Commission on Dietetic Registration
American Board of Vascular Medicine
National Institute for
Automotive Service Excellence (ASE)
National Conference of Bar Examiners
U.S. Department of State Foreign Service Officer Test
Commission on Graduates for Foreign Nursing Schools
Society of Actuaries
APICS—The Association for Operations Management



ACT Center™ Network

Through the nationwide ACT Center network of testing sites at more than 230 locations, we offer test takers the convenience of proximity as we provide a secure, proctored environment for administration of certification examinations.

Through this network, we offer:

- Open architecture ready to launch an exam
- Experienced facilitators
- Secure environments, many at two-year and four-year postsecondary institutions

ACT and the National Institute for Automotive Service Excellence (ASE) Celebrate a 25-Year Working Partnership

Successful working partnerships don't just happen. It takes effort, dedication, and foresight to keep them going. The 25-year relationship between ACT and the National Institute for Automotive Service Excellence (ASE) is a perfect example.

"From the get-go, the ACT team has been willing to go to the mat for us. As I reflect back on the past 25 years, much of our success has been due to ACT's experience in all areas of testing and certification," said Ronald H. Weiner, ASE president. "In the late 1970s, as the ASE certification program began to expand, we needed a partner who could grow with us—ACT has been that partner."

Based in Leesburg, Virginia, ASE is a national nonprofit organization designed to improve the quality of vehicle repair and service through testing and certification of repair and service professionals. It is the largest industry-sponsored, voluntary certification program in the world.

Today, about 420,000 professionals hold certifications with ASE. They work in every segment of the automotive service industry: car and truck dealerships,

independent garages, fleets, service stations, and franchises. They include 294,000 automobile technicians, 96,000 master automobile technicians, 49,000 advanced engine performance specialist technicians, 45,000 medium/heavy truck technicians, 41,000 parts specialists, and 34,000 collision repair/refinish technicians.

ASE has been repeatedly cited, both within the U.S. and internationally, as an example of how voluntary certification can improve the skills, image, and status of a profession. This would not have been possible without the ACT/ASE partnership.

This partnership began July 1, 1981, when ASE signed a two-year contract with ACT for the development and administration of automotive technician certification examinations. ACT's first administration of the ASE tests was in mid-May 1982. The project began at that time with 16 certification and 16 recertification exams in three series covering a variety of areas associated with automobile, truck, and collision repair. Today, ACT develops and administers 48 certification and 43 recertification exams in 12 series. This kind of growth is possible only with a successful partnership.

In 1982, 64,000 people registered for the paper-and-pencil tests; in 2006, that number had grown to 218,000. Since 2004, nearly 30,000 people have registered for

ASE's computer-based testing (CBT) exams. Overall, more than 4.9 million technicians have registered for the tests.

People test many times to keep their skills up to date. Some test at every test administration. Some are "world class" in that they are certified in many areas; they are continuously updating their skills and certification as technology evolves.

Technology has changed the way the tests are administered and scored. In 2004, ACT began offering some of the more popular tests via computer and some in an English/Spanish bilingual format. In addition, for paper-and-pencil tests, ACT reduced the time between testing and when technicians receive their test results from two months to three weeks. Today's testtakers can now even view their results through the ASE website.

"Technology as it relates to testing and certification is a huge issue," said Weiner. "ACT's commitment to investigating and implementing appropriate technology has been key to our continued success and growth."

ACT assists ASE at every stage of the testing process:

- Sets up and handles registration: Telephone, online, and mail.



- Develops tests: Item banking, test design, and test form preparation.
- Manages databases: Analysis of data on test results and validity studies and automatic notification of recertification requirements.
- Develops and maintains a Web portal: MyASE lets technicians track the tests they've taken, obtain their scores, and register for upcoming tests.
- Administers tests: Prints and ships all tests and forms to the test sites and provides instant, computer-based testing scores.
- Handles fulfillment: Sends ASE-certified insignia and certificates to newly certified and recertified professionals.

ACT also helped ASE launch an end-of-program series with the National Automotive Technicians Education Foundation (NATEF) in the 1990s. NATEF evaluates technician-training programs against standards developed by the automotive industry and recommends qualifying programs for certification (accreditation) by ASE. Today, NATEF has evaluated automotive training programs at the secondary and postsecondary levels in all 50 states with more than 2,000 achieving ASE program certification.

Before ASE was established, consumers had no way to reliably identify competent automotive technicians.

Today, many automotive repair and body shops display the familiar blue seal medallion that bears the words "ASE Certified." ASE-certified professionals usually wear the blue and white ASE insignia and carry credentials listing their areas of expertise.

Here's how ASE certification works:

- Prospective candidates take one or more ASE exams. Tests are grouped into specialties for automobile, medium/heavy truck, truck equipment, school bus, and collision repair technicians, as well as engine machinists, alternate fuels technicians, parts specialists, service consultants, and collision damage estimators.
- After passing an exam and providing proof of two years of relevant work experience, the testtaker becomes ASE certified. Certification, however, is not for life. To remain certified, those with ASE credentials retest every five years.
- ACT administers paper-and-pencil tests twice a year—May and November—at more than 750 locations across the country. (A test site is within 50 miles of most technicians.) Selected tests are offered in a computer-based format at 200 sites for two five-week periods each winter and summer. Paper-and-pencil tests are given at night to accommodate work schedules.

‘There is a very short list of testing companies that have the size and depth of capabilities to support a program as complex as ASE,’ said Chuck Kunce, ASE vice president, Assessment and Technical Programs. ‘Beyond that, on a daily basis, it comes down to the people. We believe we have a close working relationship with the people at ACT who provide the support for this program. And those people clearly have a strong Midwestern work ethic. Their efforts ‘above and beyond’ have made a real difference.’

INTERNATIONAL

During the past year, we've undertaken a number of new projects designed to support the needs of education and workforce development around the globe and to ease the barriers to preparation for effective functioning in an ever-changing world.

Our international activities are the focus of **ACT International, B.V.**, which has two subsidiaries: **ACT Education Solutions, Limited** and **ACT Business Solutions, B.V.**

ACT Education Solutions, Limited

ACT Education Solutions, Limited, helps international students—particularly those for whom English is not a first language—prepare for study at English-speaking universities around the world. It offers the Global Assessment Certificate™ (GAC), the English Proficiency Program™ (EPP), and the International Targeted Admissions Profiler™ (ITAP).

The **Global Assessment Certificate (GAC)** is a university preparation program, taught and evaluated in English. This widely recognized program gives international students the skills they need to enroll in and succeed at English-speaking colleges and universities. The GAC is currently offered at nearly 60 locations in 13 countries: Australia, Brunei, Canada, China, Fiji, Indonesia, Korea, Malaysia, Mexico, New Zealand, Singapore, Suriname, and Taiwan.

Students who successfully complete the GAC may apply for admission to GAC Pathway Universities in Australia, Canada, Ireland, New Zealand, the United Kingdom, and the United States. Many of the universities that accept GAC graduates provide credit toward undergraduate



degree programs. There are also opportunities for GAC graduates to receive university scholarships or bursaries.

Currently, there are more than 100 Pathway Universities, including about 40 in the United States.

The **English Proficiency Program (EPP)** is an academically oriented English language program designed to prepare students for further studies in English, including the Global Assessment Certificate program. It has a balanced focus on key language skills—reading, writing, listening, and speaking—as well as a strong grounding in grammar and pronunciation.

Early in the EPP, study units focus on familiar themes and topics, such as Childhood Experiences and Food, Recipes, and Culture. As students progress through each level, they move on to units with more global issues and concepts, such as People Leading Extraordinary Lives and Technology. Vocabulary is introduced at the beginning of each unit and incorporated into a variety of activities throughout the unit.

The EPP is currently licensed to centers in nine countries: Australia, Brunei, China, Indonesia, Korea, Mexico, New Zealand, Singapore, and Taiwan.

The **International Targeted Admissions Profiler (iTAP)** is a targeted international student recruitment database available to English-language institutions of higher education that become Pathway Universities for GAC graduates. The iTAP database identifies suitably qualified international students who want to attend college in Australia, Canada, New Zealand, the United Kingdom, or the United States.

“The GAC program is like a bridge that spans the gap between the Chinese way of study and the Western way of study. It taught me how to study well in Western countries and also laid a solid foundation for my future study.”

June 2007 Shude (Chengdu, China) graduate Cheng Jiangxua, who will attend Monash University in Melbourne, Australia

Chinese Students Earn GAC Certificates

The Shude School, one of more than 30 GAC centers in China and one of ACT's first Approved Teaching Centers, recently celebrated its fifth anniversary as a GAC center. Teaching Centers are carefully selected for their quality of teaching and their dedication to students' needs. All employ English-speaking staff who regularly attend teacher training sessions to ensure students receive quality classroom instruction.

About 150 Chinese students recently earned Global Assessment Certificates when they graduated from the International Department of the Australia International Foundation Center, located at the Shude Middle School in Chengdu. Thirty members of the graduating class plan to attend college in the United States.

GAC Students from Korea Head to American Universities

The students who recently completed the GAC program at RECAS Academy in Seoul, South Korea, are a step closer to achieving their goals.

Four of the students have been admitted to GAC Pathway Universities in the United States—Tulane University, Long Island University—CW Post Campus,

Johnson & Wales University, and Rowan University. Two of these students recently expressed confidence about their preparation and enthusiasm about their future.

Chung Ji Yoon, who is enrolling at Tulane, said that “the GAC wasn't just about studying English. It included business, math, and science taught in English. The presentations skills, debating, and group discussions in the GAC have further prepared me for study in the U.S. It was tough at the beginning, but now I am confident that I am fully prepared.”

“The GAC program is the best program not only for English studies but because it makes studying itself interesting for students,” said **Kyoung Nam Lee**, who has been accepted by New Jersey's Rowan University. “If someone asks me the best thing about the GAC, then my answer is that it builds students' confidence to succeed at university. I can't wait to fly to the U.S. to meet my new friends at university. The GAC gave me the opportunity.”



Madania—A GAC Success Story in Indonesia

Madania—Sekolah Umum Berwawasan Internasional, in Bogor, Indonesia, is one of the most progressive and successful GAC schools. Madania's vision statement sums it up: "Our work is not only about a curriculum or a teaching method . . . it is about nurturing the human spirit with love, knowledge, and wisdom."

"Madania provides students with a learning society, and it's important that the students learn the Indonesian culture and have an international learning program such as the GAC," said Ms. Andri Nurcahyani, Director of Studies for the GAC at the school.

The school currently has about 1,200 students through elementary to senior high. Of these, more than 125 are studying the GAC in conjunction with their final three years of Indonesian high school curriculum.

Dina, one of the students, described the benefits of the program:

"I've been studying with GAC for about six months. The GAC has opened my eyes wider and gives me more knowledge. We have more challenging study time and clear assessment criteria; these factors encourage me to study harder and do more research."

Instituto Mexico de Puebla (IMEX) Awards Its First GAC Certificates

Instituto Mexico de Puebla (IMEX) recently graduated its first GAC class.

At end-of-year graduation ceremonies this past June, 144 IMEX students received GAC certificates. The group is one of the largest-ever GAC graduating classes. The students also took the ACT test in June in Puebla as part of completion of the program.

IMEX, which has been teaching the GAC for three years, is currently one of the largest of the GAC-Approved Teaching Centers in the world.



ACT Business Solutions, B.V.

ACT Business Solutions primarily serves employers. Currently, its main program is English WorkKeys, a system for assessing the English language skills of non-native speakers of English. Offered through the ACT Business Solutions Office in Madrid, Spain, English WorkKeys helps multinational organizations and schools prepare people whose first language is not English to work in an English-language setting. It includes three computer-based tests in reading, writing, and listening, and a speaking test administered by phone and scored by computer.

During the past year, ACT Business Solutions projects have been initiated or expanded in Italy, France, and Spain.

ACT, Shenker Institute Sign Distribution Agreement in Italy

ACT and the Italian Shenker Institute have signed an agreement for the distribution of English WorkKeys and Key Skill Analysis in Italy.

Shenker Institute, the largest corporate trainer in Italy, is dedicated to English teaching and has trained many

generations of students since its founding in 1954. It currently has more than 400 employees and 250 centers distributed throughout Italy.

The Institute will integrate English WorkKeys into its offerings, providing clients and organizations with a unique and innovative service. The Institute highlights the capabilities of English WorkKeys and the usefulness of the Key Skill Analysis on its website.

In cooperation with Shenker's marketing department, ACT Business Solutions is advertising in Italy's specialized magazines in the human resources sector and in daily newspapers and the financial press. English WorkKeys has also sponsored several events this year, giving the Italian market an opportunity to become familiar with the program and with ACT.

ACT Collaborates with Formalangues in France

ACT Business Solutions has reached a joint agreement with Formalangues, one of the most prominent French companies offering training in business English. Formalangues has more than 30 years experience in language training and currently employs 87 teachers. Among its clients are BNP Paribas, Microsoft, and Phillips Consumer Communications. By collaborating with ACT

Business Solutions, Formalangues ensures objectivity and efficiency in its tests.

Through Formalangues, ACT Business Solutions conducted a successful pilot with Credit Agricole, the largest financial institution in France and one of Formalangues' main clients. More than 600 employees received training.

Early this year, Formalangues was acquired by Groupe Demos, a training pioneer that has been helping companies engineer change for 35 years.

Spanish Company Expands its English WorkKeys Program

Informática El Corte Inglés, a company dedicated to information technology for Spain's biggest department store, El Corte Inglés, adopted English WorkKeys three years ago to measure the level of progress in English its employees have achieved.

The company has now expanded its program of English WorkKeys to include Inestrónica employees. Inestrónica is one of the main companies within the IT sector in Spain. Its products include computers, servers, and workstations, sold under brands such as Inves. The company has been using English WorkKeys since April 2007.



the level is a new quarterly review aimed at professionals in human resources, training, and education and produced under the direction of staff in the ACT Madrid office. Its goals are to present ACT as an international leader in testing and to highlight the benefits of using a system like English WorkKeys. Each issue of *the level* will include interviews with clients and news about international initiatives, plus articles on language learning, English language training, the need for language testing, and other topics of interest to human resources professionals.



Other international news

Qatar Foundation Establishes Two ACT Test Centers

ACT CEO and chairman of the board Richard L. Ferguson visited Education City in Qatar last fall to discuss testing arrangements with Qatar Foundation Vice President for Education, Dr. Abdulla al-Thani, and the admissions directors of Education City's five branch campuses. The Foundation was interested in offering the ACT at Education City for its branch campus universities and other institutions. During the year, two ACT test centers were established: one at the Qatar Foundation and the other at the Higher Education Institute, both in Doha, Qatar's capital city. There are currently five branch campuses at Education City: Virginia Commonwealth University School of the Arts in Qatar, Weill Cornell Medical College in Qatar, Texas A&M University at Qatar (TAMUQ), Carnegie Mellon University in Qatar, and Georgetown University's School of Foreign Service in Qatar.

WorkKeys Being Piloted in Honduras

During the past year, ACT has participated in a pilot program in which the Spanish language version of selected WorkKeys assessments is being administered to high school seniors in some of Honduras' best public high schools, as well as to students at Honduran vocational/technical schools and to incoming freshmen at the Universidad Nacional Autónoma de Honduras (UNAH). WorkKeys test scores will be compared to test scores earned by an average group of students in the U.S. If the pilot reveals to the Honduran Ministry of Education that Honduras' top high school students' WorkKeys skills do not compare favorably to the skills of average U.S. students, the study could lead to a country-wide adoption of the WorkKeys system by Honduras' public high schools. WorkKeys results would be used to help school administrators and teachers identify learning gaps and introduce teaching interventions needed to close those gaps.

The first administration of WorkKeys in this pilot, which was funded by the United States Agency for International Development (USAID), was conducted in August at a vocational/technical school in Tegucigalpa. The pilot will continue through November 2007.

Governance

The national and international operations of the ACT Corporation are governed by three representative bodies—a 14-member Board of Directors, the Education and Workforce Development Advisory Boards, and an advisory membership composed of 39 State Representatives.

The Board of Directors meets four times annually to direct the management of ACT. Board members are nominated by the Executive Committee of the Board and elected by a vote of the full Board.

The Education and Workforce Development Advisory Boards have been established to ensure that ACT has access to the best possible advice on its programs and services in these two areas. They include accomplished professionals from a broad range of disciplines.

The State Representatives hold at least one meeting each year to advise on broad policy. They are elected from states and regions where one or more ACT programs are used significantly by students and educational institutions.

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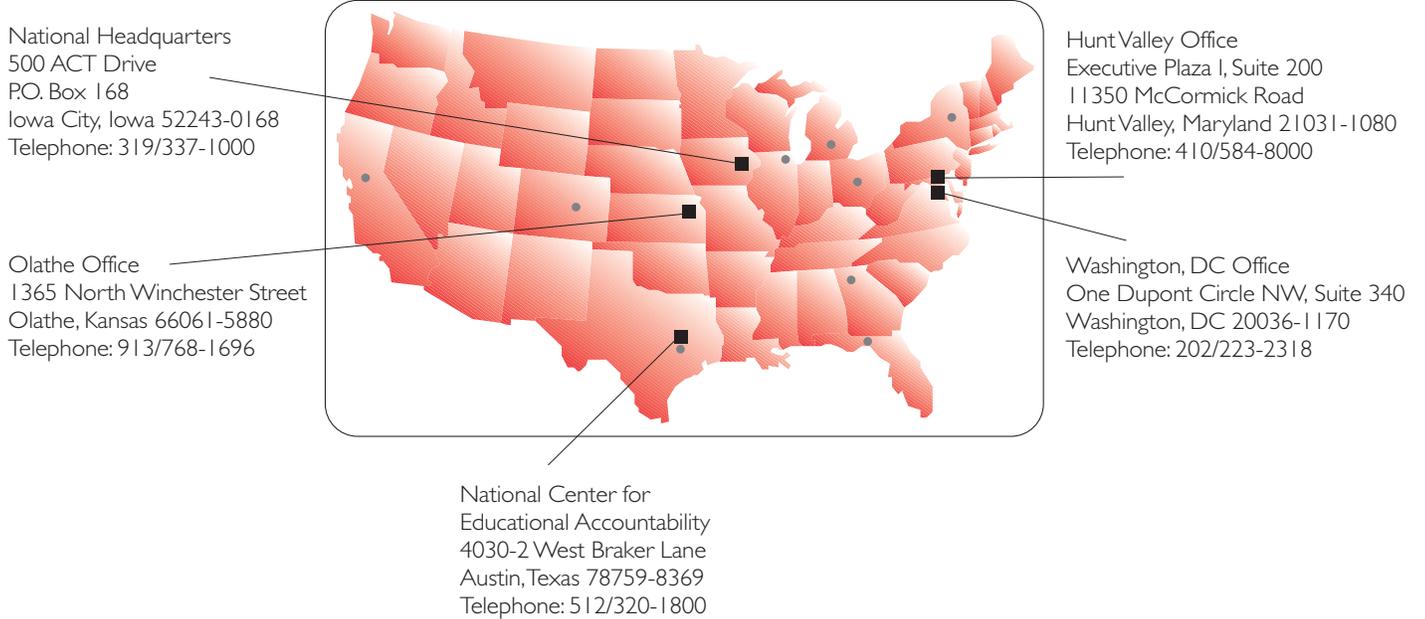
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Selected Organizations and Agencies Using ACT Programs and Services

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State of Alabama Department of Education
Alabama Department of Postsecondary Education
Albuquerque Public Schools
Alcoa Foundation
American Academy of Ophthalmology
American Academy of Otolaryngology
American Association of Community Colleges
American Association of University Women Educational Foundation
American Board of Ophthalmology
American Board of Pediatric Dentistry
American Board of Vascular Medicine
American College of Physicians
American College of Radiology
American Dietetic Association
American Express
American Institute of Certified Public Accountants
American Psychological Association
American School Counselor Association
Ameriprise Financial
APICS—The Association for Operations Management
Appalachian College Association
Arizona Board of Regents
Arizona Business & Education Coalition
Arizona Governor's Office
Arkansas Association of Two-Year Colleges
Arkansas Department of Education
Arkansas Department of Higher Education
Arkansas Department of Workforce Services
Association of American Medical Colleges
Association of Canadian Community Colleges
Association of Social Work Boards
AstraZeneca Pharmaceuticals Spain
AXA Seguros Spain
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Berlitz Deutschland GmbH
Best Associates/Epic Learning
The Big Ten Conference
BMW of North America
Boeing
Bombardier Transit Systems Corporation
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Boston University
BP Pipelines, North America
Brazosport College Center for Business/Industry Training
Business and Professional Women's Foundation
California Community College Chancellor's Office
Canada Millennium Scholarship Foundation
Castle Worldwide, Inc.
Caterpillar Paving Products
Center for the Advancement of Process Technology
Center of Inquiry in the Liberal Arts, Wabash College
Center for Talent Development, Northwestern University
Center for Talented Youth, Johns Hopkins University
Central New Mexico Community College
Certifying Board of Dietary Managers
Chicago Public Schools
City College of Chicago
City University of New York
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Codes & Standards Assessments
College Bound Chicago
The College of New Rochelle
Colonel's Kids Foundation
Colorado Department of Education
Colorado Department of Labor and Employment
Colorado Office of Workforce Development
Commission on Accreditation of School Improvement
Commission on Graduates of Foreign Nursing Schools
Community College of Allegheny County
Connecticut Department of Education
Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development
Continental Testing Services
Coming Incorporated
Council of Chief State School Officers
Council of Great City Schools
Council of Supply Chain Management Professionals
Credit Agricole
Crown Cork and Seal
Deere & Company
Defense Activity for Non-Traditional Education Support
Delaware Department of Education
Michael & Susan Dell Foundation
Detroit Public Schools
District of Columbia Public Schools
Diversity Pipeline Alliance
The Dixie Group
DoDEA—Department of Defense Education Activity
Dow Chemical
Eastman Chemical
Edelman
Edutech
Edutech India
Equistar Chemical
Europcar Spain
Florida Department of Education
Florida Division of Colleges and Universities
Foerstner Scholar Foundation

Gateway Technical College
 Georgia Board of Technical and Adult Education
 Georgia Department of Education
 Georgia Governor's Office of Workforce Development
 Board of Regents of the University System of Georgia
 Gifted Education Research, Resource, and Information Centre, University of New South Wales
 GMAC—Graduate Management Admission Council
 Goodwill Industries (Georgia)
 Great Lakes Chemical
 Heidelberg Web Systems, Inc.
 Higher Ed Holdings
 Hispanic Scholarship Fund
 HON Industries
 Horatio Alger Association
 Illinois Board of Higher Education
 Illinois State Board of Education
 Illinois Student Assistance Commission
 Indiana Commission for Higher Education
 Indiana State College System
 Indiana State Department of Education
 Indiana Workforce Development
 Informática del Corte Ingles (IECISA)
 Institución Ferial de Madrid (IFEMA)
 Institute of Nuclear Power Operations
 Iowa Board of Regents Institutions
 Iowa College Student Aid Commission
 Iowa Department of Economic Development
 Iowa Department of Education
 Iowa Software Association
 Iowa Workforce Development
 The University of Iowa
 Ivy Tech State College System
 Jack Kent Cooke Foundation
 James Madison Memorial Fellowship Foundation
 Janssen Cilag Pharmaceuticals Spain
 Johnsonville Sausage
 Joseph Baldwin Academy, Truman State University
 JR Simplot
 Kansas Association of Community Colleges
 Kansas City, Missouri, Public Schools
 Kansas Department of Commerce
 Kansas State Board of Education
 Kansas State Board of Regents
 Kansas State University
 Kentucky Community and Technical College System
 Kentucky Council on Postsecondary Education
 Kentucky Department of Education
 Kentucky Higher Education Assistance Authority
 Kirkwood Community College
 Lancaster-Lebanon Tech-Prep Consortium
 Law School Admission Council
 League of United Latin American Citizens
 Link Servicios Logístico
 Louisiana Board of Regents
 Louisiana Community and Technical College System
 Louisiana Department of Civil Service
 Louisiana Department of Education
 Louisiana Department of Labor
 Louisiana Department of Transportation
 Louisiana Governor's Workforce Commission
 Louisiana Office of Student Financial Assistance
 Louisiana Student Financial Assistance Commission
 Louisiana University System
 Maine Department of Education
 Maricopa County Community College District
 Maryland Department of Education
 Maryland Higher Education Commission
 Massachusetts Department of Education
 Metal Container Corporation
 Metso Paper USA, Inc.
 Miami-Dade College
 Michigan Department of Career Development
 Michigan Department of Education
 Michigan Employment Agency
 Michigan Higher Education Assistance Authority
 Michigan Merit Award/ Department of Treasury
 Microsoft
 Microsoft Spain
 Miller Brewing Company
 Milliken
 Minnesota Department of Education
 Mississippi Department of Education
 Mississippi Office of State Student Financial Aid
 Mississippi State Board for Community and Junior Colleges
 Mississippi State Institutions of Higher Learning
 Missouri Coordinating Board for Higher Education
 Missouri Department of Elementary and Secondary Education
 Missouri Higher Education Loan Authority (MOHELA)
 Montana Office of Public Instruction
 Morningstar Foods
 National Assessment Governing Board
 National Assistant at Surgery Council
 National Career Development Association
 National Center for Agriscience & Technology Education
 National Center for Educational Accountability (NCEA)
 National Center for Public Policy and Higher Education
 National Collegiate Athletic Association

National Commission for Healthcare Leadership
 National Conference of Bar Examiners
 National Council for Interior Design Qualification
 National Governors Association
 National Housing Endowment
 National Inspection Testing Certification
 National Institute for Automotive Service Excellence (ASE)
 Navy–Marine Corps Relief Society
 Nevada State Department of Education
 New Hampshire Department of Education
 New Jersey Department of Education
 New Mexico Department of Corrections
 New Mexico Department of Workforce Solutions
 New Mexico Public Education Department
 New Mexico Tech Net
 New York State Education Department
 State University of New York System
 Nippon Manpower Company, Ltd.
 North Carolina Associated Industries
 North Carolina Community College System
 North Carolina Department of Education
 North Dakota University System
 Nuclear Medicine Technology Certification Board
 Ocean Spray Cranberries
 Ohio Board of Regents
 Ohio Department of Education
 Ohio Department of Jobs and Family Services
 Oklahoma City Public Schools
 Oklahoma Computerized Guidance Network
 Oklahoma Department of Commerce
 Oklahoma State Regents for Higher Education
 Omaha 2000
 Oregon Governor's Office
 Pennsylvania Department of Education
 Pennsylvania State System of Higher Education
 Procter & Gamble
 Professional Association of Health Care Office Management
 Professional Examination Service
 Quorum International
 Community College of Rhode Island
 Rhode Island Department of Education
 Rhode Island Higher Education Assistance Authority
 Rocky Mountain Talent Search, University of Denver
 Saint Louis Public Schools
 San Antonio ISD
 Sandoz Pharmaceuticals Spain
 Schering Plough Pharmaceuticals Spain
 Schwarz Pharma Spain
 Siemens Corporation
 Smurfit-Stone Corporation
 Society of Actuaries
 Sonoco Consumer Products
 South Carolina Board for Technical and Comprehensive Education
 South Carolina Commission on Higher Education
 South Carolina Department of Education
 South Dakota Board of Regents
 Square D
 State Higher Education Executive Officers
 Swissrisk
 Syracuse University/Metropolitan Development Association
 Systemic Research, Inc.
 Talent Identification Program, Duke University
 TeeKay Shipping Spain
 Tennessee Board of Regents
 Tennessee Department of Education
 Tennessee Department of Labor
 Tennessee Higher Education Commission
 Tennessee Student Assistance Corporation
 University of Tennessee System
 TesTrac.com
 Texas Business and Education Coalition
 Texas Education Agency
 Texas Higher Education Coordinating Board
 Thomas Edison State College
 Tyler Junior College
 U.S. Army
 U.S. Department of Education
 U.S. Department of Labor
 U.S. Department of State
 United Steelworkers of America
 University of California System
 University of Northern Florida
 University of Wisconsin System
 Utah Department of Workforce Services
 Utah State Office of Education
 Ventures Scholars
 Vermont Department of Education
 Virginia Community College System
 Virginia Department of Education
 Virginia Foundation for Independent Colleges
 Virginia Polytechnic Institute and State University
 Washington Public Policy Institute
 Washington State Department of Education
 Washington State Higher Education Coordinating Board
 Wendy's International, Inc.
 West Virginia Department of Education
 West Virginia Higher Education Policy Commission
 Western Interstate Commission for Higher Education
 White House Commission on Presidential Scholars
 Wisconsin Department of Public Instruction
 Wyoming Department of Education



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